REPORT RESUMES

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HISTORY AND URBAN EDUCATION, A FIVE-CITY SURVEY PLAN, 1964-1965.

HISTORICAL EVALUATION AND RESEARCH ORGANIZATION

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UNDER THE DIRECTION OF THE HISTORICAL EVALUATION AND RESEARCH ORGANIZATION, SCHOOL SYSTEMS IN FIVE MAJOR CITIES CONDUCTED SURVEYS TO INVESTIGATE PROBLEMS IN AMERICAN HISTORY INSTRUCTION. IT WAS FELT THAT THE LACK OF IDENTIFICATION WITH THE AMERICAN PAST AND THE CULTURAL AND SOCIAL ISOLATION OF MANY URBAN, DISADVANTAGED MINORITY GROUP CHILDREN REQUIRED A RESTRUCTURING OF AMERICAN HISTORY INSTRUCTION AND THE DEVELOPMENT AND EVALUATION OF NEW TEACHING METHODS AND MATERIALS. PRESENTED ARE THE SURVEY PLANS--FORMS, DATA COLLECTING METHODS, AND PROCEDURES--TO BE USED IN LOS ANGELES AND PHOENIX, DETROIT, NEW YORK CITY, AND WASHINGTON D.C. ALSO INCLUDED ARE A BRIEF STATEMENT ABOUT OBJECTIVES FOR THE STUDY OF UNITED STATES HISTORY AND AN OUTLINE OF AN EXPERIMENTAL COURSE FOR AMERICAN INDIAN STUDENTS. (NH)

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05643

HISTORY AND URBAN EDUCATION

A FIVE-CITY SURVEY PLAN
1964-1965

HISTORICAL EVALUATION AND RESEARCH ORGANIZATION
2233 WISCONSIN AVENUE, N.W.
WASHINGTON, D. C. 20007

The Historical Evaluation and Research Organization is a private, nonprofit association of scholars concerned with the effective use of historical experience in the development of national security and public policy. HERO's small permanent staff is located in Washington, D. C.; approximately 60 scholars in leading universities and institutions across the country comprise the Associate staff. A special strength of the organization, therefore, is its ability to tap the intellectual resources of the American academic community for its study projects.

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Historical Evaluation and Research Organization
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1964

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SUMMARY

Introduction

In 1964, the Historical Evaluation and Research Organization (HERO) became concerned with the multifaceted problem of urban education and particularly with the need for revitalizing the teaching of American history in primary and secondary schools. Although a scattered flurry of activity was noted in curriculum revision of the social sciences (similar to that which preceded the recent changes in mathematics and physical science curricula), it was felt that this activity was not being coordinated and that important points of inquiry were being overlooked. Specifically, there seemed to be a pressing national need to stimulate new thinking about imaginative ways to present the American past to underprivileged, minority group children in urban areas so that these children can identify themselves with that past.

Rationale

The past 50 years have witnessed a dramatic societal revolution in the United States. Of its many manifestations, perhaps none has been more important in its economic, political, and social implications than the still-continuing transformation of American society from an orientation that was primarily rural and agricultural to one that is basically urban and industrialized. Because of this transformation educators in general, and historians in particular, face an unprecedented problem of the greatest significance to the future of our country.

Educators find that the urban school child, growing up in an environment of brick, steel, concrete, asphalt, and gasoline fumes, has difficulty in visualizing--much less identifying himself with--the events and the people depicted in American history. The best-known American heroes lived and worked in an environment which is almost foreign to the modern urban school child. His teachers have come to think that because of this he finds little reason to emulate such heroes, or to see any personal significance in the American heritage.

The civic consequences of this lack of identification--this apparent gap between the child and the American past--is obviously significant. But they are rendered more acute and dangerous by another aspect of the great social revolution. This is the growth of large, underprivileged minority groups within this increasingly urbanized society. The existence of disadvantaged minority groups is not a new phenomenon in American history. What is unprecedented is the number of people in the new urbanized minorities, and the extent to which they are culturally and socially isolated from the remainder of American society.

The obstacles to the average urban school child's identification with American traditions and heritage are even greater among the children of these underprivileged minorities. Not only is the historical American environment literally foreign to them, it is also to some degree considered as hostile. Identification with many constructive American values is almost impossible; there is little or no incentive to attempt such identification.

Urban educators, then, are faced with two tremendous related problems, the solution to which may be vital to the survival of a healthy, cohesive nation. First is the need to bridge the environmental gap between traditional, historical America and the children of the cities' crowded apartment and slum areas. The second is to find a way of helping the minority groups to regard themselves as self-respecting citizens.

Procedures

To focus on these problems, HERO, functioning in a catalytic role, drew together a team of educational consultants, other historians, and public school officials. Five major city school systems--each with the common problems described above--agreed to participate in informal conference activity to lay the foundation for a coordinated study project. These cities were Washington, D. C., Detroit, New York, Los Angeles, and Phoenix.

In a conference held in Washington, D. C., on May 8, 1964, it was decided that the first step of the project should be a short, non-statistical survey to expose problems which then could be examined in depth in long-range research in three general areas: 1) the development of new materials, textual and audio-visual; 2) the improvement in teaching methods; and 3) pilot programs to test and evaluate new materials and new methods. In addition, four members of the educational consultant team were selected to serve in a liaison role with the participating city school systems.

Shortly after this conference, each city liaison consultant held informal, exploratory discussions with school officials in all five cooperating cities. The purpose of these discussions was to determine the special needs of each city system in relation to the objectives of the study-survey.

Thereafter, on June 27, 1964, a plenary session of all concerned with the project was held in Washington, D. C. At this meeting it was decided that each city liaison consultant, working closely with school officials, would prepare draft survey plans for circulation to other team members. Concurrently, lists of relevant questions that might be posed during field survey operations, as well as papers of related interest, would be prepared by other participating educators. It was then agreed that a pre-survey working conference would be held to correlate these findings and develop final, uniform procedures that would be mutually satisfactory and effective. Due to lack of funds, this conference was not held. Those papers prepared for this final conference discussion, and for correlation and implementation form the body of the survey plans--and of this report.

Finances

The pre-survey activities described above, coordinated by the HERO staff, were financed in large part with an interest-free, no-obligation loan from the Encyclopaedia Britannica Films, Inc. This loan was obtained with the understanding that HERO would work closely with the Cooperative Research Branch of the Office of Education in order to obtain government funds to support the project. Negotiations with the Office of Education were terminated, however, in September 1964.

HERO wishes to express its appreciation to Encyclopaedia Brittanica Films, Inc., not only for essential material assistance, but also for its vision in contributing to an effort to cope with one of the major socio-educational problems of our times. HERO believes that the survey plans elaborated in this study will be useful to educators of many disciplines concerned with these problems. Since the surveys themselves should be even more useful, HERO is actively seeking additional funds to proceed with these surveys as planned.

SURVEY PLANS

A Survey Plan for the Los Angeles and Phoenix Public Schools
A Survey Plan for the Detroit Public Schools
A Survey Plan for the New York City Schools
A Survey Plan for the Washington, D. C., Public Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A SURVEY OF AMERICAN HISTORY INSTRUCTION FOR DISADVANTAGED YOUTH IN THE LOS ANGELES AND PHOENIX PUBLIC SCHOOLS *

Prepared by

Dr. David Martin
University of Southern California

UD 005 645

*The detailed composition of Dr. Martin's survey plans provides a flexible model for other cities.

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INTERVIEW SCHEDULE I

General Information

Teaching and learning take place within a general context. In order to discover the pattern of any specific teaching-learning area, in this case the teaching of history to underpriviledged and minority group children, it is necessary first to determine this general context. Interview Schedule I: General Information was developed to accomplish this task. This schedule is not designed to be exhaustive, but rather to provide a broad overall picture of curriculum and materials. Securing the information called for should be neither difficult nor time consuming. It is intended to be flexible and each consultant should feel free to modify or extend it to suit local requirements.

It is quite possible that it would be feasible to gather such information from all fifteen cities participating in the Great Cities Program for School Improvement in addition to the cities already being surveyed.

CURRICULUM

Subject Areas in U.S. History

Elementary

Subject Areas	Grade Level	Hours Week			
U.S. History					
State & Local History					
World History (incl. U.S.)					
Other (Specify)					

Source of information ____________________

Junior High

Subject Areas	Grade Level	Hours Week	Required or Elective		
U.S. History					
State & Local History					
World History (incl. U.S.)					
Other (Specify)					

Source of information ____________________

CURRICULUM

Senior High

Subject Areas	Grade Level	Hours Week	Required or Elective		
U.S. History					
State & Local History					
World History (incl. U.S.)					
Other (Specify)					

Source of information ______________________________

Junior College

Subject Areas	Grade Level	Hours Week	Required or Elective		
U.S. History					
State & Local History					
World History (incl. U.S.)					
Other (Specify)					
Source of information					

Source of information ______________________________

General information--subject areas

Who determines what subjects will be offered at what level? ______________________________

____

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Source of information ______________________________

What deviations, if any, are permitted officially from this formal organization in any given school? ______________

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Source of information ______________________________

What are the controls in the system that ensure adherence to the basic curriculum structure? ______________

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Source of information ______________________________

General information--subject areas

What are the procedures or policies with regard to modifications in subject areas? ____________________

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Source of information ____________________

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Source of information ____________________

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Source of information ____________________

Courses of Study in U. S. History

Elementary

Specific Title of Course of Study e.g. "Narrative History of the U. S. of America."	Grade Level	Hours Week	Required or Elective	Is adherence to course of study mandatory?

Source of information ______________________________

Courses of Study in U. S. History

Junior High School

Specific Title of Course of Study e.g., "Narrative History of the U. S. of America."	Grade Level	Hours Week	Required or Elective	Is adherence to course of study mandatory?	

Source of information ______________________________

Courses of Study in U. S. History

Senior High School

Specific Title of Course of Study e.g., "Narrative History of the U. S. of America."	Grade Level	Hours Week	Required or Elective	Is adherence to course of study mandatory?	

Source of information ______________________________

General information - subject areas

Who determines the content of the courses of study?

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Source of information ______________________________

To what extent are deviations from the content of the course of study permitted officially? __________________

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Source of information ______________________________

To what extent are deviations from the content of the course encouraged? ______________________________

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Source of information ______________________________

What are the controls in the system that ensure adherence to the courses of study? ____________________

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Source of information ______________________________

General information--subject areas

What are the procedures or policies with regard to modification of courses of study? ____________________

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Source of information ______________________________

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Source of information ______________________________

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Source of information ______________________________

MATERIALS

Textual materials

Elementary

Subject	Grade Level	Textbook (Author(s), Title, Publisher, edition, date	Required or Supplementary	When Adopted	

Source of information ______________________________

MATERIALS

Textual materials

Elementary

Subject	Grade Level	Textbook, (Author(s), Title, Publisher, edition, date	Required or Supplementary	When Adopted

Source of information ______________________________

MATERIALS

Textual materials

Senior High School

Subject	Grade Level	Textbook, (Author(s), Title, Publisher, edition, date	Required or Supplementary	When Adopted

Source of information ____

General information - textbook materials

Who selects the required textbooks in this school system?

____

____

Source of information ______________________________

What are the general procedures followed in making a textbook selection? ______________________________

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Source of information ______________________________

Who selects the supplementary textbooks? ______________

____

Source of information ______________________________

Are there any special procedures necessary to use supplementary texts? ______________________________

____

____

Source of information ______________________________

Is it mandatory for every teacher to use the officially adopted text? ______________________________

____

____

Source of information ______________________________

General information--textbook materials

How long is each required text used before its adoption is subject to review? ________________________

____

Source of information ________________________

Is review automatic or are there conditions for review?

____

____

Source of information ________________________

Can the school system ___ or an individual school ___ (check which applies) develop its own text materials?

____

____

Source of information ________________________

Can these materials replace the officially adopted text? ____________ Supplement them only? ____________

Remarks: ________________________________

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Source of information ________________________

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Source of information ________________________

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Source of information ________________________

LIBRARY FACILITIES

Elementary

Does each elementary school have its own library?______

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Source of information____

If it does, who acts as librarian? ________________

____

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Source of information ____

Who selects the books for the library? ______________

____

Source of information ____

Are there any restrictions on what books can be placed in the library? ______________________________________

____

Source of information ____

Is it possible to secure circulation data? ___________

____

Source of information ____

Are there any special funds or provisions for classroom libraries? ______________________________

____

Source of information ____

LIBRARY FACILITIES

Elementary

Are there any specific limitations or controls in the materials in a classroom library? ______________

____

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Source of information ______________________________

What relationships exist between the public libraries and elementary schools? ______________________

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Source of information ______________________________

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Source of information ______________________________

LIBRARY FACILITIES
Junior High

Does each junior high school have its own library?____

____

____

__________________________Librarian?__________

Source of information ________________________

Who selects the books for the library?_________

____

Source of information ________________________

Are there any restrictions on what books can be placed in the library? ________________

____

Source of information ________________________

Is it possible to secure circulation data? ________

____

Source of information ________________________

Are there any special funds or provisions for classroom libraries? ________________

____

Source of information ________________________

Are there any specific limitations or controls on the materials in a classroom library? ____________

____

Source of information ________________________

Junior High

What relationships exist between the public libraries and the junior high school? ________________

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Source of information ______________________________

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Source of information ______________________________

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Source of information ______________________________

LIBRARY FACILITIES

Senior High

Does each senior high school have its own library?____

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__________________Librarian?______________

Source of information ____________________________

Who selects the books for the library? ____________

____

Source of information ____________________________

Are there any restrictions on what books can be placed in the library? ____________________________

____

Source of information ____________________________

Is it possible to secure circulation data? __________

____

Source of information ____________________________

Are there any special funds or provisions for classroom libraries? ____________________________

____

____

Source of information ____________________________

LIBRARY FACILITIES
Senior High

Are there any specific limitations or controls on the materials in a classroom library? ____________________

____

Source of information ______________________________

What relationships exist between the public libraries and the senior high schools? ______________________

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Source of information ______________________________

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Source of information ______________________________

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Source of information ______________________________

AUDIO-VISUAL MATERIALS

Elementary

What audio-visual materials are generally available to each elementary school? Film_____ Film Strips_________

Slides______ Tape recordings______ Phonograph records_____

Maps______ Charts and Graphs______ Pictures_____ TV________

Radio________ Qualifying remarks_______________________

____

Source of information_________________________________

Are there catalogs available from which teachers can select materials? ____________________________________

Source of information ________________________________

Can teachers use materials other than those on approval lists? _______________________________________

____

Source of information ________________________________

Who selects the audio-visual material for use at the elementary level? ________________________________

____

Source of information ________________________________

What procedures are used in the selection of audio-visual materials? ___________________________________

____

____

Source of information ________________________________

AUDIO-VISUAL MATERIALS

Elementary

What facilities are available for each classroom to use audio-visual materials? Film projectors__________

Slide projector____________Film Strip projectors_________

opaque projectors____________ Overhead projectors________

__________Tape recorders_______________Phonograph_______

_____________Television_______________Radio_____________

Qualifying remarks (include relative distribution of above in each school)____

____

____

Source of information_______________________________________

What facilities and funds are available to the classroom teacher to produce own materials? _____________

____

____

____

Source of information_______________________________________

Is there one person in charge of administering audio-visual program? ______________________________

Full or part-time? ____

Qualifying remarks ____

____

Source of information ______________________________________

____

____

Source of information ______________________________________

AUDIO-VISUAL MATERIALS
Junior High

What audio-visual materials are generally available to each junior high school? Films_______Film Strips_________ Slides_______Tape Recordings_______Phonograph Records_____ _______ Maps_______Charts and Graphs_______Pictures______ __________TV___________Radio________________________

Qualifying remarks ______________________________

____

Source of information ___________________________

Are there catalogs available from which teachers can select materials? ___________________________

Source of information ___________________________

Can teachers use materials other than those on approval lists? ___________________________

Source of information ___________________________

Who selects the audio-visual material for use at the junior high level? ___________________________

Source of information ___________________________

What procedures are used in the selection of audio-visual materials? ___________________________

____

____

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Source of information ___________________________

AUDIO-VISUAL MATERIALS

Senior High

What audio-visual materials are generally available to each senior high school? Films__________ Film Strips__________ Slides__________ Tape recordings__________ Phonograph Records__________ Maps__________ Charts and Graphs__________ Pictures__________ T.V.__________ Radio__________

Qualifying remarks______________________________

____

____

Source of information ______________________________

Are there catalogs available from which teachers can select materials? ______________________________

Source of information ______________________________

Can teachers use materials other than those on approval lists?______________________________

____

Source of information______________________________

Who selects the audio-visual material for use at the senior high level? ______________________________

Source of material ______________________________

What procedures are used in the selection of audio-visual materials? ______________________________

____

____

____

Source of information ______________________________

General information--audio-visual materials

Is there an audio-visual center or department for the entire system? (If "yes" provide a brief statement of general structure) ______________________________

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____

____

____

Source of information ______________________________

Are there catalogs of audio-visual materials available? ______________________________

____

____

____

Source of information ______________________________

Is it possible to secure data on frequency, location, etc. of use for specific audio-visual materials? ______

____

____

Source of information ______________________________

General information--audio-visual materials

What procedures are used in the selection of audio-visual materials? ____________________

____

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____

____

Source of information ____________________

Does the school system produce any of their own audio-visual materials? ____________________

____

____

____

Source of information ____________________

Are there any specific controls or limitations placed on the use of audio-visual materials? ____________________

____

____

Source of information ____________________

Does the school system have regularly scheduled educational radio and/or T.V. programs?

____

____

____

____

Source of information ____________________

General information--audio-visual materials

Is it possible to secure data with regard to program logs, patterns of utilization, etc. of radio and TV programs?

Source of information

Are there sources in the community (measures, film libraries, etc.) where teachers can and do secure audio-visual materials for classroom use?

Source of information

Does the state offer any audio-visual services?

Source of information

Source of information

INTERVIEW SCHEDULE II

Administrative Personnel

This interview schedule is designed to be used with administrative personnel: subject matter supervisors, consultants, principals, guidance counselors, etc.; who are in a position to view broadly the problems of teaching U. S. History to underprivileged, minority group children.

It is suggested that these interviews be taped and later transcribed or the tapes abstracted and written answers to questions supplied at interviewer's leisure.

Interview Schedule II Questions

for Administrative Personnel

1. How effective do you think we have been in teaching American history to underprivileged, minority group children? What sort of evidence do you think bears out this observation?

2. As you see it, what are the special problems we face in teaching American history to these children? Why? Does any particular group present special problems? Why?

3. Do you think the textual materials you are currently using are adequate for the task? Why? Why not? How would you change them? What are the problems involved in changing them? How would you get around each problem?

4. Do you think the audio-visual materials in use are adequate for the task? Why? or Why not? How would you change them? What are the problems involved in changing them? How would you get around each problem?

Interview Schedule II Questions for Administrative Personnel

5. Do you know of any special projects or programs in your (school, district, etc.) that are designed to improve the teaching of history to these children? If so, would you describe them?
6. If you could make any changes you wanted in the teaching of American history to these children, what changes would you make? Why?

INTERVIEW SCHEDULE III

Teachers

This interview schedule is designed to be used with a sample of teachers who on the basis of their daily experience teaching these children are in a position to view the problem specifically. These are the people who ultimately must use any new approaches or materials, hence their perspective is particularly important.

It is suggested that these interviews be taped and later transcribed, or the tapes abstracted and written answers to questions supplied at the interviewer's leisure.

INTERVIEW SCHEDULE IV

Community

This interview schedule is designed to be used with a sample of community people who are engaged in working with these children in areas outside of school. This would include such people as social workers, juvenile police, in Los Angeles Youth Opportunity Board personnel, etc.

This dimension is important because these people often see these children in a context different from that of the school and may give us some fresh insights.

It is suggested that these interviews be taped and later transcribed, or the tapes abstracted and written answers to questions supplied at the interviewer's leisure.

Interview Schedule IV Questions for Community

1. How effective do you think we have been in teaching American history to underprivileged, minority group children? What sort of evidence do you think bears out this observation?

2. What ideas do you have about the teaching of the American heritage to these children?

3. Do you know of any special projects or programs outside of those in schools that seem to be attempting to do this job?

INTERVIEW SCHEDULE V

Teachers

1. How effective do you think we have been in teaching American history to underprivileged, minority group children? What sort of evidence do you think bears out this observation?

2. As you see it, what are the special problems you face in teaching American history to these children? Why?

3. Do you think the textual materials you are currently using are adequate for the task? Why? or why not? How would you change them? What are the problems involved in changing them? How would you get around each problem?

4. Do you think the supplementary text materials you use are helpful? Why? Are there enough of them? What kinds of supplementary materials would you like to see more of?

5. Do you think the audio-visual materials in use are adequate for the task? Why? or why not? How do they compare with text materials in usefulness to these children? How would you change them?

6. Are there any special techniques or approaches that you have used with these children that have seemed promising? Why?

7. Do you know of anything any other teacher has done or any special projects that are going on in the schools?

8. If you could make any changes you wanted in the teaching of American history to these children, what changes would you make? Why?

INTERVIEW SCHEDULE VI

Teachers

While there is a great deal of value in assessing individual opinion in isolation, there can also be value in securing group reaction to a problem, for in this situation each participant can act as a catalyst to the thinking of the other.

Also assessing individual opinion as in Interview Schedule III has necessary limitations of time, and frequently there is value in becoming steeped in a problem for a concentrated but comparatively longer period of time to achieve greater depth and breadth of opinion.

With these two points in mind it is proposed that there be called together for an all day session, including lunch, six to eight representative teachers from both junior and senior high schools having large numbers of underprivileged, minority group children.

The sessions should be taped and a recorder also appointed to preserve any material written on chalkboard.

It would be hoped that sufficient rapport would be established by the consultant to make it possible to visit the classes of these teachers later and see a rather natural unrehearsed history session.

Outline for Teachers

1. Establish framework for session. This may be done by variation of Von Meerings tape stimulus device (cf. Otto Van Meering, A Grammar of Human Values, Pittsburgh: University of Pittsburgh Press, 1961, pp 249-261.)

2. Appoint recorder.

Interview Schedule VI Outline for Teachers

3. Allow discussion and thinking to revolve generally about these three topics:

   A. Objectives of teaching American history to under-privileged, minority group children.

   B. Special difficulties in achieving these objectives.

   C. What is needed to meet these difficulties.

Try to maintain open-ended structure and only provide direction when the spread of topics becomes extreme. Remember objective of this session is to extend the range of possibilities we are likely to discover in Interview Schedule III.

INTERVIEW SCHEDULE VII

Students

One of the most important dimensions of the problem of teaching American history to underprivileged, minority group children is the meaning of that history to them. This section of the research plan is designed to measure that meaning to some extent.

The technique to be used will be Charles E. Osgood's semantic differential, a seven point rating technique terminating in bipolar adjectives for the measurement of meaning (cf. Osgood, Charles E., George J. Suci, and Percy H. Tannenbaum, *The Measurement of Meaning*, Urbana, Illinois, University of Illinois Press, 1957). It is designed to give an objective measure of the connotative meaning of concepts by a combination of association and scaling procedures. The subject is asked to allocate a concept to an entire set of scales defined by pairs of polar terms. For example, "American history is a dull, worthless subject" can be at least partially represented as "American history" for the concept and the pairs of polar terms dull-exciting, and valuable-worthless as shown below:

AMERICAN HISTORY

dull_____: _____: _____: _____: _____: _____: _____: exciting

valuable_____: _____: _____: _____: _____: _____: _____: worthless

The greater the strength of association the more polarized is the allocation toward space 1 or 2.

Using appropriate analytical techniques it is possible to allocate a positional value to the judgment of a particular concept, on a particular scale by a particular subject or subjects.

The scales are organized into three categories: evaluative (good-bad, important-unimportant); potency (strong-weak, worthless-valuable) and activity (exciting-dull, active-passive).

The concepts used in this research are American History, Science, School, History of Los Angeles, Science Books, History Books, History Teachers, Science Teachers, Films about American History, Science Films.

The concepts and scales will be given to a sample of high school students in a predominately lower-class Negro area, a pre-dominately Mexican-American area, and a predominately middle-class area; the data will then be analyzed to see the extent to which there are significant differences in the meaning of these concepts in the three factors of evaluation, potency and activity between these three groups, and significant differences in the meaning of these concepts within each group. For example, do Mexican-Americans evaluate the history of Los Angeles higher than either American Negroes or white middle-class students? Do they evaluate it higher than American history?

INSTRUCTIONS

On each of the following pages there will be some names of things or people written in capital letters in the middle of the page. Under each of these there will be another pair of words, written in small letters, one on each side. Here is an example.

MONEY

good _____: _____: _____: _____: _____: _____: _____: bad

Each pair of words forms a scale as on a ruler or a thermometer. By making a check mark along this scale you can tell us what idea or feeling you have about the thing or person named above this scale. For example, if you feel that the thing or person named above the scale is very closely connected with one end of the scale you make a check mark either like this

MONEY

good __✓__: _____: _____: _____: _____: _____: _____: bad

or like this

MONEY

good _____: _____: _____: _____: _____: _____: __✓__: bad

If you feel that the thing or person named above the scale is closely connected with one end of the scale, you make a mark either like this

MONEY

good _____: __✓__: _____: _____: _____: _____: _____: bad

or like this

MONEY

good _____: _____: _____: _____: _____: __✓__: _____: bad

If you feel that the thing or person is only slightly connected to one end of the scale, you make a check mark either like this

MONEY

good _____: _____: __✓__: _____: _____: _____: _____: bad

or like this

MONEY

good _____: _____: _____: _____: __✓__: _____: _____: bad

If you feel that neither one is connected or you are undecided place a check mark in the center space like this

MONEY

good _____: _____: _____: __✓__: _____: _____: _____: bad

Do not leave any line blank.
Do not spend more than a few seconds marking each one. Your first idea is what we would like to learn about.

TURN THE PAGE AND BEGIN WORKING

AMERICAN HISTORY

good _____: _____: _____: _____: _____: _____: _____: bad

BOOKS

passive _____: _____: _____: _____: _____:_____: _____: active

SCIENCE TEACHERS

strong _____: _____: _____: _____: _____: _____: _____: weak

SCHOOL

unimportant _____: _____: _____: _____: _____: _____: _____: important

SCIENCE

exciting _____: _____: _____: _____: _____: _____: _____: dull

FILMS ABOUT AMERICAN HISTORY

valuable _____: _____: _____: _____: _____: _____: _____: worthless

HISTORY TEACHERS

dull _____: _____: _____: _____: _____: _____: _____: exciting

HISTORY OF LOS ANGELES

good _____: _____: _____: _____: _____:_____: _____: bad

HISTORY BOOKS

dull _____: _____: _____: _____: _____: _____: _____: exciting

SCIENCE FILMS

important _____: _____: _____: _____: _____: _____: _____: unimportant

SCIENCE BOOKS

exciting _____: _____: _____: _____: _____: _____: _____: dull

FILMS ABOUT AMERICAN HISTORY

bad _____: _____: _____: _____: _____: _____: _____: good

SCHOOL

dull _____: _____: _____: _____: _____: _____:_____: exciting

HISTORY TEACHERS

strong _____: _____: _____: _____: _____: _____: _____: weak

HISTORY OF LOS ANGELES

worthless ____: ____: ____: ____: ____: ____: ____: valuable

HISTORY BOOKS

unimportant ____: ____: ____: ____: ____: ____: ____: important

AMERICAN HISTORY

active ____: ____: ____: ____: ____:____: ____: passive

HISTORY BOOKS

good ___: ___: ___: ___: ___: ___: ___: ___: bad

HISTORY OF LOS ANGELES

dull ____: ____: ____: ____: ____: ____: ____: exciting

SCIENCE TEACHERS

good ____: ____: ____: ____: ____: ____: ____: bad

BOOKS

unimportant ____: ____: ____: ____: ____: ____: ____: important

HISTORY OF LOS ANGELES

valuable ____: ____: ____: ____: ____: ____: ____: worthless

SCIENCE BOOKS

bad ____: ____: ____: ____: ____: ____: ____: good

AMERICAN HISTORY

exciting ____: ____: ____: ____: ____:____: ____: dull

SCHOOL

passive ____: ____: ____: ____: ____: ____: ____: active

HISTORY TEACHERS

good ____: ____: ____: ____: ____: ____: ____: bad

SCIENCE

unimportant ____: ____: ____: ____: ____: ____: ____: important

FILMS ABOUT AMERICAN HISTORY

exciting ____: ____: ____: ____: ____: ____: ____: dull

BOOKS

bad ____: ____: ____: ____: ____: ____: ____: good

HISTORY OF LOS ANGELES

important ____: ____: ____: ____: ____: ____: ____: unimportant

SCIENCE TEACHERS

dull ____: ____: ____: ____: ____: ____: ____: exciting

AMERICAN HISTORY

valuable ____: ____: ____: ____: ____: ____: ____: worthless

SCHOOL

good ____: ____: ____: ____: ____: ____: ____: bad

SCIENCE FILMS

exciting ____: ____: ____: ____: ____: ____: ____: dull

BOOKS

worthless ____: ____: ____: ____: ____: ____: ____: valuable

SCIENCE

active ____: ____: ____: ____: ____: ____: ____: passive

SCIENCE

worthless ____: ____: ____: ____: ____: ____: ____: valuable

FILMS ABOUT AMERICAN HISTORY

important ____: ____: ____: ____: ____: ____: ____: unimportant

HISTORY OF LOS ANGELES

dull ____: ____: ____: ____: ____: ____: ____: exciting

SCHOOL

valuable ____: ____: ____: ____: ____: ____: ____: worthless

SCIENCE BOOKS

unimportant ___: ___: ___: ___: ___: ___: ___: important

BOOKS

exciting ___: ___: ___: ___: ___: ___: ___: dull

AMERICAN HISTORY

important ___: ___: ___: ___: ___: ___: ___: unimportant

SCIENCE BOOKS

worthless ___: ___: ___: ___: ___: ___: ___: valuable

SCIENCE FILMS

good ___: ___: ___: ___: ___: ___: ___: bad

HISTORY BOOKS

worthless ___: ___: ___: ___: ___: ___: ___: valuable

SCIENCE

bad ___: ___: ___: ___: ___: ___: ___: good

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A SURVEY OF AMERICAN HISTORY INSTRUCTION FOR DISADVANTAGED YOUTH IN THE DETROIT PUBLIC SCHOOLS

Prepared by

Dr. Richard Wisniewski
Wayne State University

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UD 005 646

INTRODUCTION

Based on preliminary discussions between representatives of the Historical Evaluation and Research Organization with Dr. Samuel Brownell, Superintendent, Dr. Charles Wolfe, Assistant Superintendent, and Dr. Elmer Pflieger, Director of Social Studies, HERO is formulating plans for a survey of American history instruction and its impact on minority group, disadvantaged youth in the Detroit Public Schools.

It is anticipated that the survey will be replicated in Los Angeles, California, New York City, Phoenix, Arizona and Washington, D.C., with modifications necessitated by local conditions. The survey outlined in this document is designed for use only in Detroit.

The surveys planned for Detroit and the other school systems are designed to provide an empirical and current base of information in partial fulfillment of the broader objectives of the History and Urban Education study proposed by HERO. The overall objectives of the study are indicated in the following statements from the June, 1964 draft of the proposal discussed with the cooperating school systems:

> The objective of this proposal is to initiate a preliminary, descriptive study to develop a plan for long-term research and experimentation in the teaching of American history to underprivileged, minority group children in urban schools. The need for this study has emerged from the belief that most minority group children, and particularly those in poverty--Negro, Puerto Rican, Mexican-American, Asian-American, and American-Indian--lack identification with traditional, historical America.
>
> Historians believe that there is a pressing national need to stimulate new thinking about imaginative ways of presenting the American past for those who are handicapped by the limitations of environment and beset with the problems which arise from differences in social class, color, and ethnic groups, such as racism, delinquency, apathy, and anger.
>
> Accordingly, a long-term research project is contemplated in which historians, educators, and scholars in other academic disciplines will collaborate to make American history more meaningful to minority group city children who are isolated from the mainstream of American society.

> This proposal elaborates a developmental effort, in the form of a descriptive study, which will provide a framework for long-term research.

The present document outlines a survey operation designed to gather information relevant to the above overall objectives. Specifically, the survey will seek to describe and document data on the practices, plans, and problems related to the identification of urban, minority group children with the teaching of American history in the Detroit Public Schools. The survey will seek to describe general practices as well as specific programs and/or materials designed for use with minority group children. Among the facets of the survey herein outlined are the following: the composition of the survey team; the dates for the survey; types of documents and instructional materials to be gathered; the types of schools to be visited; types of questions to be discussed with administrators, teachers, and students; and other related matters. It is recognized and fully intended that the survey will disrupt as little as possible the normal operation of the several schools that will be visited.

Comments and suggestions regarding all aspects of the survey, particularly in regard to overlooked opportunities for gathering data and insights, will be much appreciated.

COMPOSITION OF THE SURVEY TEAM

It is recommended that the survey team consists of four persons:

1. A representative from HERO (possibly Mary Hoyt or Trevor Dupuy).
2. A historian specializing in American history and having some knowledge of the Detroit Public Schools (possibly a member of Wayne State University's Dept. of History).
3. An educational consultant from one of the other cities being surveyed. (By including such a consultant, HERO will ensure that each educational consultant will have direct experience with at least two of the school systems being surveyed.)*
4. The local educational consultant (R. Wisniewski).

In addition to these four persons, one WSU graduate student will need to be hired for at least two days, as specified on page 14 of this document.

It is anticipated that the team will need at least three and one-half days to complete the observations and discussions appropriate to the study. The local educational consultant will assume the responsibility of coordinating all the activities with the Detroit Public Schools and for completing any aspects of the survey not completed within the 3½ day period.

It is anticipated, further, that the work of the team will be divided among its members. Thus, for example, a given school will be visited by only one or two members of the team so that: (1) the schools are not disturbed by the presence of the full team and (2) the number of schools to be visited may be increased.

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*If this is not feasible or if a fifth member is desired, a person representing the social studies department of WSU or an officer of the Michigan Council for the Social Studies may be invited to participate.

DATES AND GENERAL ORGANIZATION OF THE SURVEY

In accordance with conversations with Dr. Pflieger and with Dr. Robert Lankton of the Detroit Public Schools, any three concurrent days of the week of October 19-29 are recommended for the survey.

The following chart suggests a tentative pattern for conducting the survey in three full days. (It is recommended that the team meet during the afternoon or evening of the day preceeding the survey to make final plans and to delegate responsibilities.)

First Day	Second Day	Third Day
8:00-2:30--Visit to three schools, one team member to each school. The 4th team member to visit other schools or facilities recommended by the Detroit Public Schools to see particular classes or programs designed for disadvantaged youth.	Same as first day, three different schools being visited.	Same as first day, three different schools being visited.
3:00-4:30--Conferences each day with divisions of the school system particularly concerned with the objectives of the study, i.e., Great Cities School Improvement Project, Human Relations Division, etc.		
Evening--Dinner conference with Dr. Brownell and/or Dr. Wolfe and with Dr. Pflieger and his staff. (Div. of Social Studies).	Dinner conference with 6 or 7 highly competent teachers with much experience teaching minority group, disadvantaged youth.	Survey team meeting for the purpose of evaluating observations materials and conferences.

It is recommended, further, that the Franklin or Burton Elementary Schools be visited since both of them are engaged in implementing the Great Cities School Improvement Project. Other suggestions for special visits are anticipated from further discussions with Detroit Public School officials.

The final choice of schools is to be determined by the Detroit Public Schools, and each principal will decide as to the participation of his school in the study. The schools herein suggested are offered as being representative of the types of schools appropriate to the purpose of the study.

It is anticipated that each team member will discuss the purposes of the study with the school's principal and, in the case of junior and senior high schools, with the social studies department head; will observe two or three classes in American history; will chat informally with the teachers of these classes; will chat with two or three students; and will collect any materials, e.g., outlines, lists of readings, tests, etc. pertaining to American history which may be made available to him. Specific types of questions to be discussed are suggested under "Interviews," below. It is apparent that each school visit will be different from another and the team member will need to be flexible in terms of timing discussions and observations so as to see as much as possible without interfering with the usual routine in the school.

SCHOOL OBSERVATIONS

Detroit has almost 300 public schools, each of which offers instruction in American history either at grade 5, 7A-8B, and/or 11. In the brief time available for the survey, it is impossible to smaple more than a very small number of classes. Two major research decisions, therefore, are recommended:

1. The schools visited should serve areas of the city with high concentrations of minority group, disadvantaged children.

2. The schools observed should represent all three levels of instruction, i.e., elementary, junior high and high schools.

Accordingly, the following nine schools are recommended for team visits. An alternate school is noted (in parentheses) in the event that the first selection is for any reason not feasible.

Elementary Schools:

Marr (Roosevelt)
Foster (Biship)
Owen (Irving)

Junior High Schools:

McMichael (Durfee)
Jefferson (Hutchins)
Pelham (Miller)

Senior High Schools:

Northwestern (Central)
Eastern (Northern)
Western (Northwestern)

All of these schools serve Negro children, the single largest disadvantaged group in Detroit. At least one of the schools serves Negro, southern white, and children from Spanish speaking backgrounds, i.e., Owen. Western serves Negro children as well as children from several ethnic backgrounds. Marr Elementary, McMichael Junior High and Northwestern High Schools have been selected because they are all on one campus, thus, offering an opportunity for observing American history instruction at all three levels for children from basically the same neighborhood.

In addition to these nine schools, it is recommended that one team member visit the Durfee Junior High School to observe a class where programmed instruction is being implemented with a group of children, many of whom come from a disadvantaged background.

INTERVIEWS

In the effort to gather all pertinent views and insights into the problems of teaching American history to disadvantaged youth, a number of interviews and conferences are integral to the survey operation. In addition to the several conferences with a number of school officials suggested in this document, three specific types of interviews are vital to the success of the survey. In each school to be visited, it is recommended that (1) each principal and social studies department head be interviewed, (2) at least two American history classes be observed, (3) the teachers of these classes be interviewed (as well as any other American history teachers who may be willing to take part), and (4) three children from each class be interviewed.

The following methodological recommendations are offered for consideration:

1. The structured, open-ended style of interviewing will probably be most conducive to obtaining the breadth of information desired.

2. A system of random selection needs to be devised for the purpose of choosing the classes to be observed. A team member might request, for example, to observe the first two American history classes of the day in each school. It is recognized, of course, that no observations will be made unless the teachers involved have agreed to participate in the survey.

3. The principle of randomness needs also to be applied in selecting three students in each class to be interviewed. For example, the 4th, 14th, and 24th student on the class roll might be invited to speak to the interviewer.

4. The form in which the questions are cast needs to be determined. Should the questions asked be very "open," e.g., "Which classes do you like best?", or should they be more "pointed," e.g., "What do you think of American history?" As will be noted, the questions outlined below are somewhat "pointed" in nature. It is incumbent on the HERO group of educational consultants to agree on a set of questions to be used in the interviews in all five cities so that coding the answers is facilitated and so that the inferences made have a higher degree of validity.

Since at least nine schools will be visited, it is anticipated that: (1) at least nine principals will be interviewed; (2) at least five or six social studies department heads will be interviewed; (3) at least 18 or more teachers will be interviewed; and (4) at least 27 students will be interviewed.

It is crucial that certain standard operating procedures be followed in all of the interview situations. For example:

1. The nature and purpose of the HERO survey should be briefly explained.
2. Absolute anonymity must be guaranteed and the interview should be held as privately as possible.
3. The same basic questions should be asked of each respondent.
4. While taping the interviews would be desirable, the final decision regarding taping is always left with each respondent.

The following questions are indicative of the types of questions that are probably appropriate to the purposes of the survey.

Interviews with principals and/or social studies department heads:

1. What is the general, socio-economic background of the children attending this school?

2. What percentage of the total group might be described as being children from disadvantaged, minority group backgrounds?

3. What is the pattern of social studies classes in this school?

4. Specifically, how much American history instruction do the children receive?

5. What is the general format and/or content of the American history classes?

6. To what degree is American history popular with the children?

7. To what degree do minority group children respond to American history?

8. To what extent do minority group children identify with the personalities, events, and movements

usually described in American history classes?

9. Are the available American history textual and audio-visual materials appropriate for use with disadvantaged children?

10. How are minority groups described in some of these materials?

11. How well prepared are your teachers for teaching American history?

12. How well prepared are your teachers for working with disadvantaged youth?

13. Have any of your teachers prepared any special materials or programs for use with disadvantaged children?

14. What types of test data are available on the abilities of your students?

15. Are the goals of HERO's study generally valid?

16. What recommendations would you make for improving the teaching of American history to minority group children?

Interviews with teachers:

1. What is the general socio-economic background of the children attending this school?

2. What percentage of the total group might be described as being children from disadvantaged, minority group backgrounds?

3. What other classes do you teach in addition to this course in American history?

4. Is American history a popular subject?

5. What are some of the content areas this class has been studying?

6. What are some of the books and other materials you have been using with this group?

7. What are some of your usual approaches to teaching American history, e.g., methods, assignments, etc.?

8. Have you copies of any tests, assignments, etc. that are representative of some of the things you usually do?

9. Are the methods you apply mainly different or mainly the same as the approaches used by other teachers of American history?

10. What are some of the problems in teaching American history?

11. To what degree do minority group children respond to American history?

12. To what degree do disadvantaged children identify with the persons and ideas of American history?

13. To what degree are the texts and other materials you use appropriate for use with disadvantaged youth?

14. How well prepared were you for teaching disadvantaged children?

15. Are the goals of HERO's study generally valid?

16. What recommendations would you make for improving the teaching of American history to minority group children?

Interviews with Students (The questions asked of students will need to be adjusted according to the age level of the respondent):

1. Which courses in school do you like the best?

2. Which courses in school do you like the least?

3. How many social studies courses have you taken?

4. Specifically, how much American history have you studied?

5. How do you feel about American history?

7. How do you feel about the books you've used in American history? Films? Records?

8. What are some of the things you've learned in American history? (Probe deeply in terms of

specific personalities, issues, etc. related to American history.)

9. How fairly do the books treat people from different racial, ethnic or religious groups?

10. Do you recall any discussions or explanations in any of your American history classes that you really felt were important?

11. Why do you suppose American history is a required course?

12. How could American history classes be improved?

TEXTUAL MATERIALS

The following questions indicate the basic facts that need to be determined in an analysis of the written materials being utilized by the Detroit Public Schools, especially as these materials are being used by teachers working with disadvantaged youth. The questions will be discussed with the staff of the Department of Social Studies. In addition, it will be desirable to obtain copies of all pertinent curriculum guides and courses of study distributed to teachers by the school system. (A beginning in this direction has already been made in a preliminary conference between HERO and members of the Dept. of Social Studies.)

1. Does the school system have any existent studies or surveys of the textual materials used in its social studies classes in general and in its American history classes in particular?

2. Whatever the answer to "1", we would need a listing of all the American history textbooks currently being used by the school system. The listing should include:

    a. Names and authors of the texts, publishers, and initial dates of publication or revision.

    b. Grade levels at which these texts are used. This information could be categorized under elementary, junior high and senior high headings.

    c. When was each of the texts adopted for use by the school system?

3. Is it the general practice of the school system that a textbook must be used in American history classes or is textbook adoption optional with individual schools or teachers?

4. Is more than one textbook available for a given class or level in American history, e.g., 11th grade American history? If "yes," what is the general practice for determining which text is used?

5. If more than one text is available for each American history class, which of the texts

listed in "2" above are most extensively used at the elementary, junior high and senior high levels?

6. Is it general practice for students to purchase their American history texts at the elementary, junior high and/or senior high levels?

7. What is the general procedure followed in selecting new American history texts by this school system?

   a. Nature of persons or committees involved.

   b. Is there a state listing of approved texts (or publishers)? If "yes," may we obtain a copy of the list?

8. In general, how long is a given American history text kept in use?

   a. Are there state or local regulations regarding this point? If "yes," specify briefly.

   b. In general, how often are reviews of texts initiated?

9. In addition to textbooks, what other types of written materials provided by the school system are in general use by teachers of American history? (Examples: manuals, study guides, special events publications, monographs, etc.)

10. To what extent does the school system develop textual materials in American history? What are some examples of this type of material?

11. Does the school library department of the school system have any information regarding the quantity and usage of American history supplementary materials available in school libraries?

12. Do the school libraries or the local public libraries offer any prepared lists on such topics as Negroes or other minority groups in American history?

13. Is any evidence available regarding the utilization of paperback books dealing with American history in the school system?

14. Are there any American history textbook changes or experimental textual materials being considered or being developed by the school system at this time? If "yes," please specify nature of change, type of materials, plans for utilization, and so on.

15. Specifically, are any special materials dealing with minority groups available for use in the system, and are any special materials for use with disadvantaged youth being utilized or developed?

16. Have there been any recent public discussions or debates regarding the use of any American history textual materials in this school system?

17. What recommendations would the Department make for improving materials to be used with disadvantaged youth?

AUDIO-VISUAL MATERIALS

Three major aduio-visual services are provided by the Detroit Public Schools: the Audio-Visual Department (films, filmstrips, recordings), the Children's Museum, and the school radio and TV stations. The following outline pertains to each of these services in turn.

Audio-Visual Department: In surveying the audio-visual materials available for use in American history classes, two basic facts must be determined?

1) The availability of American history films, filmstrips, and recordings.
2) The utilization of these materials.

Fact one may be readily determined by obtaining the most recent catalogs of available materials from the audio-visual department of the Detroit Public Schools.

Fact two will be more difficult to determine. Mr. Mudge of the Audio-Visual Dept. has suggested that it may be possible to scan the booking records for the school year 1963-64 in order to determine the most frequently ordered films, filmstrips, and recordings. (Ten of each type.) In addition, it will be possible to determine the American history audio-visual materials ordered by the several schools in which observations are to be made.

The booking files must be studied in their entirety, however, and the efforts of a graduate student for 2-3 full days will be required to accumulate the latter data.

Once the utilization facts are determined, it should also be possible to establish the producer, date of production and number of available copies of the most popular American history materials.

It would be desirable to schedule a conference with the director of the audio-visual department along with the staff of the Social Studies Department to discuss questions such as the following:

1. Are there any existent studies dealing with the utilization of audio-visual materials in Detroit, particularly in the social studies area?

2. What is the usual procedure in the selection of American history audio-visual materials?

   a. Nature of persons or committees involved?
   b. Is there any state or local listing of approved audio-visual materials? (If "yes," may we have a copy?)

3. Have there been any recent public discussions or debates regarding the use of any American history audio-visual materials?

4. Are there any new audio-visual American history materials currently being considered for purchase or development by the school system?

5. Are there any audio-visual materials being utilized or developed that are especially effective for use with disadvantaged youth?

6. What recommendations would the Department make for producing new American history materials to be used with disadvantaged, minority group children.

Children's Museum: Lists of the American history materials (pictures, models, objects, etc.) available on loan from the Children's Museum are readily available in the catalogs of this branch of the Detroit Public Schools.

In addition, information regarding the degree of utilization of these materials may be discussed with the Museum director. Especially useful will be any information or comments museum workers may have on the groups of children, especially those from disadvantaged backgrounds, who are brought to the museum and are perhaps shown things related to American history.

The School System's Radio and TV Stations: Listings of programs for the school year 1963-64 are available and can be scanned for American history content.

A conference with the director will provide information as to the content and utilization of these programs.

(It may be noted that a 9th grade World History TV course has been broadcast for several years to a number of Detroit junior and senior high schools and research on this effort is no doubt available. This information may be pertinent if these schools have a high percentage of disadvantaged children.)

INNOVATIONS

While the survey is designed to describe the existent pattern of American history instruction in the Detroit Public Schools, it is desirable that every effort be made to record and visit, if possible, any efforts that seek to better "reach" disadvantaged minority group children in the Detroit Schools. Hence, the Great Cities Project office needs to be contacted and any other special projects need to be investigated, e.g., programmed instruction in a social studies class at Durfee Junior High School. It is anticipated the team will be apprised of innovations in the course of its school visits and conferences.

STEP TEST SCORES

It is recommended that the STEP (Sequential Tests of Education Progress) social studies scores for each of the schools visited be obtained. The tests are normally given to all 10th and 12th graders in the Detroit Public Schools. It may be possible to compare these scores against an equal number of schools in more favored socio-economic areas in the city as well as against the national norms.

It is also recommended that a conference with Dr. Robert Lankton, director of the Division of Instructional Research, be scheduled to ascertain if any other test data or research studies bearing on the focus of the survey are available.

COSTS OF THE SURVEY

All costs of the survey, e.g., dinner conferences, transportation, etc., will be covered by HERO.

FINAL REPORT

All information, materials, and notes on observation, interviews, and conferences resulting from the survey will be analyzed by HERO and its staff of educational consultants. Early drafts of the final report will be sent to appropriate officials in the Detroit Public Schools for their review and comments. In addition, an advisory board made up of several faculty members of Wayne State University will review the final document.

No comparisons or judgments regarding the American history instruction in the cooperating school systems will be made. Rather, the final report will offer fully documented information on the American history programs in each city and on the identification of minority group, disadvantaged children with American history. The report will provide a current and empirical base for the long range research and developmental projects HERO anticipates will be forthcoming after the survey findings are disseminated.

A number of copies of the final report will be made available to each cooperating school system.

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A SURVEY OF AMERICAN HISTORY INSTRUCTION FOR DISADVANTAGED YOUTH IN THE NEW YORK CITY SCHOOLS

Prepared by

Dr. Patricia C. Sexton
New York University

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UD 005 647

A PLAN OF ACTION*

1) Interview cross-section of teachers (kindergarten through 2) on varying experience levels, if only primary grades are involved. If higher grades are also included, then a cross-section of the entire elementary school would be taken on selected grade levels.

2) Interviews with principals and assistant principals in selected schools.

3) Since so few of the teachers in the schools are Puerto Rican (though the student population in this district is dominantly Puerto Rican) it was suggested that all Puerto Rican teachers in the district, even those not in selected schools, should be called together in the District Superintendent's office for discussion. This would involve the calling together of NE and SAT teachers and any other Puerto Rican teachers in the schools.

4) It might be advisable to similarly call together Negro teachers in these schools if it is found that there are few in the sample selected for interviewing.

5) Citizen's groups will also be consulted. Suggested groups were: a) Parent's Association, and b) local school board members. These members comprise a good cross-section of ethnic groups in the community. The Board expressed a preference for consultation with recognized school groups rather than with organized groups of Negroes and Puerto Ricans in the community.

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* This survey is to be undertaken in selected schools in Brooklyn. Plans were formulated under the direction of Mrs. Edna V. Crowley; Assistant Superintendent of Schools, Brooklyn, to whom Dr. Sexton frequently refers in this plan.

CONTENT OF INTERVIEW AND DISCUSSION

Interviews will be directed toward two general questions:

1) How can minority group children in urban schools be made to feel that they belong to the American community?

2) How can instruction in American history aid in achieving this goal?

Mrs. Crowley expressed the view that the problem of "belonging" had at least several aspects. Not only is it a question of the minority group child belonging to the larger American community, it is also a question of the child from a rather primitive rural setting belonging to the urban society. Urbanization and Americanization appear to be part of the same problem. Adaptation to urban life is as critical for minorities as adaptation to the majority society.

Most--though by no means all--Puerto Rican and Negro children in New York City Schools are new to urban life or a generation removed. American history in this context might then be conceived of as including information on the historical problems of adjustment to city life.

Teachers will be asked essentially three things:

1) What is needed in the school's history program to give minority group children a sense of belonging, and to aid their adjustment to majority and urban life?

2) What is now being done in the schools by individual teachers?

3) How can the needs be met or how can 1) (above) be implemented?

It was suggested that it is very important to allay the concern and fears of teachers and to make it clear that they are not being examined but only that the project is trying to help meet their needs as teachers. If asked what they need in the way of materials and ideas, it is felt that they will be very responsive.

NOTES ON METHOD

It was suggested that about 30 teachers per school be talked with. Emphasis might be put on the 4th grade where history is taught, but special history projects in other grades might also be discussed.

A week to two weeks should be taken for the actual survey.

Mrs. Crowley will send out notices to all principals, if desirable, requesting a listing of all textbooks being used in elementary school history instruction. It was suggested that listing of supplementary materials would be difficult to obtain from the principal but might be obtained from teacher interviews. It is also suggested that we find out how many and what kinds of books are available in the school library.

Staff: Five professionals including outside consultants, one historian, one HERO staff, no more than ten graduate students.

Method of interviewing: It is proposed that two approaches be used in interviewing: a) individual interviews with some selected teachers, and b) small group interviews (about four teachers or perhaps all the teachers at a grade level) for mutual stimulation. It is believed that this approach will encourage teachers to talk more freely and develop new ideas through interaction.

For examination:

1 - Curriculum Bulletin, Social Studies Kindergarten - Grade Two.

2 - Social Studies, Grades 7, 8, 9, Board of Education, City of New York.

PROPOSED SCHOOLS

A list of proposed schools was offered by Mrs. Crowley for purposes of preliminary research:

P.S. 147
P.S. 257
P.S. 110 (in Greenpoint)
P.S. 122

Criteria for selection:

1) should be predominantly Puerto Rican and Negro;
2) should not be too small;
3) should have an experienced principal rather than a new one in order to assist the researcher;
4) should be a mixture of segregated and non-segregated;
5) should not have just opened;
6) should not have too much experimentation going on in the school.

SCHOOLS FROM WHICH SELECTIONS MIGHT BE MADE

	% Negro	% Puerto Rican	% Others	Register	Principal
P.S. 147	39%	57%	4%	1300	Mr. Taub
P.S. 257	34	61	5	1300	Mr. Brande
P.S. 16	22	61	17	1322	Mrs. Newman
P.S. 17	11	63	26	1400	Dr. Simon
P.S. 110	43	15	42	750	Dr. Kessler
P.S. 122	23	64	13	1200	Mrs. Graves
P.S. 168	48	47	4	980	Mrs. Beller
P.S. 297	62	36	2	1360	Mrs. Slominsky
P.S. 37	77	13	10	800	Mrs. Klass
P.S. 19	7	82	11	1700	Mr. Bell

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A SURVEY OF AMERICAN HISTORY INSTRUCTION FOR DISADVANTAGED YOUTH IN THE WASHINGTON, D. C., PUBLIC SCHOOLS

Prepared by

Dr. Richard Gibboney
and
Dr. Norman Miller

UD 005644

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Introduction

This plan is focused on the problem as stated in the minutes of the Second Planning Conference: "To ascertain the extent to which underprivileged minority group school children in urban communities identify themselves with, and are interested in, American History as it is taught in their schools."

Methods To Be Used

Structured interviews of pupils, teachers, and administrators will be the primary method used to gain information on the reaction of Negro children (the particular minority group in the Washington, D. C., part of the study) to American History as presently taught in Washington. The interviews will be supplemented by reviews of appropriate records and cursory examinations of selected printed materials relating to the American History curriculum such as textbooks and curriculum guides.

Although the structured interview technique may not be completely objective or "scientific," we believe that it is a sound way to secure general knowledge about a school or school system. This approach is used in evaluating colleges and universities in Pennsylvania and other states for purposes of program approval. The Middle States Association also uses the same approach in its school and college evaluations. Errors are made using this technique, but most of the major ones can be located and corrected, by submitting a preliminary report of the findings to officials of the evaluated school for a review of the general accuracy of the report. Their reaction is, of course, further "checked" by the findings of the outside study team. This method has considerable advantage over the use of a regular questionnaire. A questionnaire allows little or no room for interpretations and qualifications to fit unique local situations. Questionnaires may be completely misinterpreted and the answers quite different from what they would be if the person answering the questionnaire had been able to talk to the person who wrote the set of questions. The structured interview on the other hand, uses an open-ended set of questions that not only helps to secure the advantage of the consistency of a questionnaire, but can lead to added, pertinent information as well as get a subtle shading of attitudes, values, and interests.

Several precautionary checks on the accuracy and validity of the study will be used:

1. The General Consultants will review the design of this study to make certain that it is in fact focused on the central problem, i.e., determining whether Negro children in Washington are interested in American History, and identify themselves with it, and that it is sound enough to secure the needed data.

2. Dr. Theodore Libber of the Washington schools will critically review the plan for the study in order to check its feasibility in relation to the school system.

3. The study will be carried out by competent professionals who have had experience with the structured interview technique.

4. The tentative findings of the study team will be reviewed by school district personnel who are familiar with the local situation. These persons will (a) correct any errors of fact in the report, and (b) present added information in any cases where it is felt that members of the study team have made questionable judgments. The study team, however, will make the final decisions on what is included in the final report.

It is believed by members of the study team that they can use this method to describe accurately the status of American History instruction in Washington, as it relates to Negro children.

Selection of Schools

The schools to be studied will be selected by Dr. Libber of the Washington, D. C., school system. Selected schools should be typical* of the schools attended by Negro children in that system. Two schools, one elementary and one secondary will be chosen randomly from Group 2 schools as defined below*. If a new program in American History (or social studies including history) has been introduced into any Washington schools that are not considered to be typical schools, at least one of these schools with a new program will be added to the list, and identified as typical.

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* Typical school--a school which falls roughly between two extremes of schools, as judged by those who know the school system intimately. Schools at "1," for example, might be those with educational problems that are much greater than either "2" or "3"

Duration of the Study

At least three days shall be spent by the study team members interviewing pupils, teachers, and administrators in the two selected schools. Pertinent work as necessary will be done after the visit, to insure a final report that reflects as accurately as possible the affect of American History on pupils in the schools of Washington, D. C.

Study Team

Richard Gibboney, Pennsylvania Department of Public Instruction
Norman Miller, Pennsylvania Department of Public Instruction
One other member of educational consultant team

Selection of Interviewees

Pupils

At least 3 pupils per class will be randomly selected for interview from randomly selected classes from the two schools selected for study. This means that approximately 18 elementary and 18 secondary school pupils will be interviewed.

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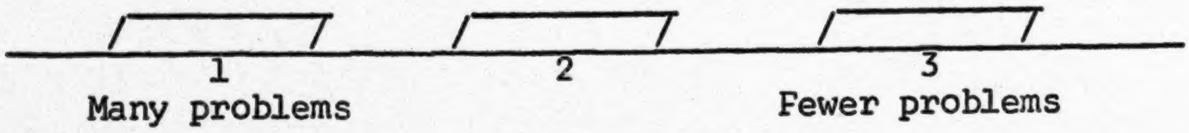
schools. Schools at "3" might be those schools in which special efforts were made to solve educational problems of the pupils, and where conditions are now much improved over what they were two or three years ago. "2" schools would be considered typical.



Teachers

Teachers of the randomly selected pupils will be interviewed. Approximately 6 elementary and 6 secondary teachers will be interviewed.

Note: In a three-day period, allowing half of the time to interview pupils and half to interview teachers, three interviewers can contact the number of pupils and teachers indicated.

Thrust of the Interviews

The interviews of pupils, teachers, and administrators will be structured as outlined below. Questions may not be asked in the exact words shown here, however. Depending on the particular interviewee (and interviewer), it might take two, three, or more questions to secure the information called for by the written question. It should be kept in mind that every question below is to be related to the primary concern of this study, which is, the degree of identification with American History by Negro pupils in Washington, D. C., schools.

Teacher

Introductory statement, to be used by the study team member just prior to the structured interview with each teacher:

> "I am helping to conduct a study for HERO in order to help determine the status of the teaching of American History. There are some special topics that we wish to discuss, but first let me ask you some general questions."

1. What are the major aims of the teacher in his American History classes? (Interviewer, note whether or not he mentions the minority group problem on which this study is focused.)

2. What major problems does the teacher see in his teaching of American History? (Interviewer, note whether or not he mentions the minority group problem on which this study is focused.)

3. What does he believe could be done to help him overcome the major problems that he identifies in #2 above?

4. What is the teacher's opinion as to the popularity of American History as compared to other major subjects? (Ask him to rank American History, English/language arts (including formal reading), mathematics, and science in order of popularity that he thinks the students would rank them.)

5. What is the teacher's method(s) of teaching American History to his pupils? (Interviewer, pursue this question until you have a clear idea of the usual way that he teaches. Does the textbook serve as the sole source of information? Is information the sole end of instruction? Is there frequent discussion of ideas and ideals and of how they relate to Americans today? etc.)

At this point the interviewer will introduce the following statement into the discussion:

> "One major concern of HERO is whether or not American History courses, as now being taught, help minority group children to identify themselves with our cultural heritage. Do minority group children develop as much interest in American History as other pupils? Our study team was asked to talk to persons in the Washington schools because they represent an integrated school system with a large number of Negro children. Other HERO study teams are to interview in systems where there are Spanish-American, Puerto Rican, Oriental, and Indian minorities. With this problem in mind, let me ask you a few more questions."

6. What is the teacher's reaction to the problem on which HERO has focused? Does he see it as a valid problem? Is it one that he believes might be ameliorated through instruction in American History? (If he disagrees with the HERO position, skip question #7.)

7. What does he believe could be done to help solve the problem posed by HERO?

8. What major factors does the teacher believe help student learning in his particular situation? What factors hinder it? Are these factors in any way different between Negro and Caucasian pupils, in his opinion?

9. What general, academic, and/or professional education does the teacher have that may specifically help him to teach underprivileged Negro children? What particular education might give him this kind of help?

10. What experience, other than teaching in Washington, has the teacher had that may specifically help him to teach underprivileged Negro children? What particular experiences might have given him this kind of help?

11. What other kinds of information or questions, connected with the HERO problem, does the teacher think of or wish to discuss?

Students

Introductory statement, to be used by the study team member just prior to the structured interview with each pupil:

"I am one of three men talking to several pupils and teachers in ______________ School and in other Washington Schools. We are trying to get information that we hope will make teaching better and schools more helpful. I am going to write down some of the answers you give me, but I am not going to write your name on the paper because I don't need to know who tells me these things. I need to write some things down because I don't want to forget them. I'm sure that after talking with pupils and teachers for three days I would forget many important things. I hope you will tell me exactly how you feel, when I ask you these questions."

1. (a) Have you ever thought about becoming a teacher?
   (b) What is there about teaching that you think you might like?
   (c) That you might not like?
   (d) What do teachers do that bothers you quite a bit?

2. If you were a teacher, what subject would you like to teach most of all?

   (If the pupil chooses history, then ask:)

3. (a) What is there about history that interests you so much?

   (If the pupil does not choose history, then ask:)

   (b) Why would you rather teach__________than American History?
   (c) Is there something about history that you don't especially like?

4. (a) If you could be any famous person that you have studied about in American History, who would you like to be?

(b) What was so interesting about this thing or person?

5. (a) In your history classes, have you ever studied about any famous American Negro men or women? In any classes other than history?
   (b) Who?
   (c) What did each of these famous Americans do?

6. Who are some famous American Negro men and women that you know about who are alive today? What are they famous for? (Interviewer, the attempt here is to find out if any identification is being made with current persons, other than in the entertainment world.)

7. (a) Would you rather do something else than come to school?
   (b) (If yes:) What else would you rather do?
   (c) How could school be changed to make it better for you?

Administrators/Supervisors

The study team will attempt to interview all curriculum assistants, history supervisors, assistant superintendents, and any other such persons who have some responsibilities for the American History program in the Washington schools. In an attempt to get a glimpse of the broad perspective of the history program, the following questions will be asked:

1. (a) What is the rationale, or the "thinking behind," the present American History (or the total social studies) program?
   (b) When was it developed?
   (c) How was the rationale developed?

2. (a) What changes, if any, have been made in the American History program during the past three to five years?
   (b) If there were changes, why were they made?
   (c) If there were changes, have they been evaluated; what kind of evaluation was it; what did the evaluation show?

3. (a) What is the person's reaction to the problem on which the HERO study centers?
   (b) Is there any direct attempt in the present American History program, in Washington, to help Negro children "identify" themselves in American History? (Write down where specific details can be found, if any are claimed.)

(c) Would this person favor an attempt by HERO to develop such a program and would he be willing to help implement it in Washington?

(d) What would be the organization and procedures that would be necessary in order to implement the program in Washington? (Committees, Board approval, help for teachers, inservice meetings, etc.?)

Other Information

If possible, the study team would like to be provided with the following information:

1. What is the range and median achievement in reading at each grade level in each of the two chosen schools?
2. Is there any special information that the study team should know about any of the schools or neighborhoods in which the study team will be interviewing?
3. Are there any standardized achievement test results in history or social studies available for pupils in the schools where interviews will take place? If so, what are the ranges and medians for each grade?
4. May we have several samples of actual teacher-made tests used in American history courses, units, lessons?

RELATED INFORMATION

Objectives for the Study of United States History
An Experimental Course for Indian Students

OBJECTIVES FOR THE STUDY OF UNITED STATES HISTORY

Prepared by

Dr. G. James Gholson
Fairmont Heights High School

OBJECTIVES FOR THE STUDY OF UNITED STATES HISTORY

A. One studies history in order to understand the present. Unless one understands the background out of which a situation arises, the situation remains baffling.

B. One studies history so that one can understand one's self. There is a need for the individual to understand the heritage which is uniquely his.

C. One studies history in order to get suggestions for action. History provides insights as how man has dealt with many problems.

D. One studies history in order to get promising hypotheses for predicting the future.

E. One studies history in order to understand the nature of freedom.

F. One studies history in order to understand the meaning of time and its relationship to human activity.

G. One studies history for the sheer joy and excitement which comes from the attempt to recapture what has happened in the past.

H. One studies history in order to aid in the development of the critical skills of reflection.

Before one can adequately evaluate the outcomes of an activity one must be explicit about his objectives or goals. The suggestions given for ascertaining the extent to which underprivileged minority group school children in urban communities identify themselves with, and are interested in, American history as it is taught in their schools, are developed in terms of the objectives outlined above.

In these materials I am equating "identifying with" and "interested in" to knowledge plus understanding which is the ability to put knowledge to work (senses the significance of).

It would appear that the teaching of United States history would result to some degree in developing the following kinds of behavior:

- A. Acquiring significant historical understandings.
- B. Ability to analyze social problems.
- C. Ability and desire to practice desirable social relationships.
- D. Developing a more wholesome self-image.

In relationship to the above objectives and outcomes, I would suggest the following types of questions be asked of minority group children in urban areas. These kinds of questions could be asked in a structured interview or youngsters could respond to them in writing where this ability is indicated.

- A. How do you feel about the teaching of United States history?
- B. What do the following terms mean to you?
  1. Constitution
  2. Fourth of July
  3. Freedom
  4. Emancipation Proclamation
  5. Civil Rights Bill
  6. Manifest Destiny
  7. Frontier
  8. Democracy
  9. Free Enterprise
  10. Founding Fathers
- C. What experiences in United States history made you feel
  1. the most comfortable?
  2. the most patriotic?
  3. the most inspired?
- D. When did you have your last course in history?
- E. Name three personalities in United States history that you would like to have as a friend.
- F. What places have you visited which you learned about through the study of United States history?
- G. What television shows based on United States history have you viewed during the past year?
- H. What dramas have you seen during the past year relating to United States history?
- I. What novels have you read during the past year dealing with United States history?
- J. In what ways has the study of United States history helped you with your relationships with people in your
  1. home?
  2. school?
  3. community?

Suggested Questions for Teachers

A. How have you dealt with significant periods in United States history as these periods relate to minority groups?

B. What do you do about teaching materials relating to minority groups?

C. What have been your sources of information relative to minority groups?

Suggested Questions for Administrators

A. What provisions are made in your school's program to deal with the contributions of minority groups to American culture?

B. What provisions are made in your school to deal with the problems arising out of the efforts of minority groups to move toward first class citizenship?

C. What kinds of inservice work with your staff have you found helpful and necessary as you deal with the minority group problem?

Another Approach

Date____________________

Name of Teacher____

I. General Information
  A. Purpose and use of this questionnaire
  B. The school setting
    1. School
    2. Location
    3. Description of community
  C. Classroom setting
    1. Seating arrangements
    2. Equipment (bookcases, racks, cabinets)
    3. Lighting
    4. Size
    5. Conference Rooms

D. Characteristics of students
   1. Sex
   2. Race(s)
   3. Age
   4. Economic status

II. Teacher Preparation

High School	Location	Date of Attendance	Diploma
________	____________	______	______

Colleges	Location	Date of Attendance	Degree
________	____________	______	______
________	____________	______	______
________	____________	______	______
________	____________	______	______

Experience

Position	School	Location	Dates
________	____________	______	______
________	____________	______	______
________	____________	______	______

Professional Activities

Organization	Dates
______________________________	______
______________________________	______
______________________________	______
______________________________	______

III. Teacher's Schedule

Subject	Time From - To	Class Size

V. Nature of Offerings

A. Topical ____________
B. Units ____________
C. Broad Fields ____________
D. Problems approach ____________
E. Thematic ____________
F. Combination of above ____________

IV. Organization of Social Studies Program

(School)

Subject	Enrollment	Average Class Size	Required or Elective	Level	Min. Per Week	Semester Offered
US History						
European History						
Contemporary History						
Other						

V. Instructional Activities
   - A. Single text
   - B. Variety of materials
   - C. Lesson planning (daily, weekly, etc.)
   - D. Lecture
   - E. Lecture-demonstration
   - F. Community resources (how used)
   - G. Current events (how used)
   - H. Treatment of controversial issues
   - I. Minority groups (how handled)
   - J. Relationship of particular subject to other fields
   - K. Relationship of subject to broad goals
   - L. Courses of study (samples)
   - M. Audio-visual materials (how used)
   - N. Multiple texts (how handled)
   - O. Funds for expendable material (how secured)
   - P. Types of evaluation procedures and techniques used
     - 1. Content mastery
     - 2. Attitudes and values

VI. Selection of Materials

Date of publication____________

   - A. Author(s)
     - 1. Training
     - 2. Experience
   - B. Organization
     - 1. Significant parts
     - 2. Arrangement
   - C. Aids to learning
     - 1. Maps
     - 2. Graphs
     - 3. Activities
     - 4. References
     - 5. Pictures
   - D. Content
     - 1. Vocabulary
     - 2. Type of writing

VII. Suggestions for Implementation
   - A. Approval of school district
   - B. Coordinator should be appointed to each school surveyed. Questionnaire should be sent month in advance of visitation--Coordinator, preferably, should be head of Social Studies Department.

C. Detailed letter of explanation should accompany materials.
D. Visiting Committee to go to each school.
E. Each teacher surveyed to get from coordinator questionnaire month in advance.
F. Teachers and coordinator fill forms in and hold them until interview by committee.
G. School visitation
    1. Structural interview and collection of questionnaire.
    2. Class observations.
H. Secure samples of materials where expedient.

AN EXPERIMENTAL COURSE FOR INDIAN STUDENTS

Prepared by

Guy Acuff
Casa Grande, Arizona

AN EXPERIMENTAL COURSE FOR INDIAN STUDENTS

Rationale

A class for Indian students at Casa Grande Union High School was started because the need was apparent for some means or method whereby these pupils might spring from their meager social heritage to the mainstream of student life.

The theory was that by making the Pima and Papago Indians proud of their heritage they might be more at home with the Anglo-Saxon, Mexican-American, Negro-American elements and thereby take their proper places in the school society.

Another and major aim, which is certainly justifiable from a social studies standpoint, was to teach them their own system of tribal government.

Curriculum

The course was outlined as follows:

I. First Six Weeks
  A. Pima and Papago History
    1. From the HoHoKam to the Salado people and to the present
    2. First contact with the Spanish white man--Father Kino, etc.
    3. First contact with Americans--Kit Carson, the Patties, etc.
    4. Pima and Papago mythology

II. Second Six Weeks
  A. Contributions of Pimas and Papagos to the Westward Movement
    1. The Mexican War
    2. The Gold Rush
  B. The Fight for Water
    1. With white settlers
    2. The Coolidge Dam
    3. The San Carlos Project

III. Third Six Weeks
    A. Modern Reservation Problems
        1. Tribal government
        2. Development of natural resources
        3. Lease of reservation land for industry, etc.
    B. Indian Education
        1. College possibilities--scholarships, etc.
        2. Vocational training
            a. Haskell Institute
        3. Relocation and training

IV. Fourth Six Weeks
    A. Study of northern Arizona tribes and their resources
        1. Apache (San Carlos and White Mountain)
        2. Hopi
        3. Tewa
        4. Hualapai
        5. Yavapai
        6. Navajo
        7. Havasupai
        8. Paiute

V. Fifth Six Weeks
    A. Study of Southern Arizona Tribes and their reservations, including all resources
        1. The Salt River Pimas
        2. The Papagos
        3. The Yumas
        4. The Cocopahs
        5. The Chemehuevi
        6. The Fort McDowell Apaches

VI. Sixth Six Weeks
    A. Review and final examination

Other Activities

--Throughout the course much opportunity is given for the students to write about their problems and to discuss them.

--Visits to Tribal Council meetings of both Pima and Papago Tribes are made.

--Mock Tribal Council meetings are held in class, and problems that might be expected on the reservation are discussed and voted upon.

--Students in the class act as ushers and guides at the annual Pima-Maricopa Reservation Fair.

--Speakers from the Reservation, Bureau of Indian Affairs, and State University and college personnel are invited to speak to the class on an average of one every two weeks.

--State and regional conferences of Indian students are attended at the State Universities.

--A mimeographed newspaper for the Pima Reservation is edited, organized, and reproduced by class members.

Results

The acceptance of the course has been almost sensational.

The adult Indians on the Reservation are enthusiastic, and think I am next to John F. Kennedy for taking an interest in them and their problems.

Almost every Indian student in the school is interested in taking the course.

From results obtained, a conclusion could be drawn that American history could be much better taught in segregated groups of American Negroes (emphasizing their culture and heritage); Mexican Americans (emphasizing their intrinsic problems, etc.).

Although the major emphasis of the American Indian Studies Class has not been American history, it is evident that Indian students could derive more benefit from such a course emphasizing a background of their own heritage.

PERSONNEL

Participants in History and Urban Education
Educational Consultant Team
HERO's Board of Directors, Officers, and
Permanent and Associate Staffs

PARTICIPANTS IN HISTORY
AND URBAN EDUCATION

HERO Staff

Dupuy, T. N.--Executive Director
Hoyt, Mrs. Mary F.--Project Coordinator
Crick, Miss Julia--Project Assistant

Educational Consultant Team

Clift, Dr. Virgil A.--Professor of Education, Department of Secondary Education, School of Education, New York University
Daniel, Dr. Walter G.--Professor of Education, Bureau of Educational Research, Howard University
Gholson, Mr. G. James--Principal, Fairmont Heights High School, Prince George's County, Maryland
Gibboney, Dr. Richard--Deputy Superintendent for Research Development, Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania
Klevan, Dr. Albert--Institute for Child Study, University of Maryland, College Park, Maryland
Sexton, Dr. Patricia Cayo--Associate Professor, Educational Sociology, New York University, New York, New York
Trager, Dr. Helen G.--Special Consultant, HERO
Williams, Dr. Percy V.--Supervisor of Pupil Services, Maryland State Department of Education, Baltimore, Maryland
Martin, Dr. David W.--University of Southern California, Los Angeles, California
Wisniewski, Dr. Richard--Assistant Professor, College of Education, Wayne State University, Detroit, Michigan

Other Participants

Acuff, Mr. Guy--Social Studies, Casa Grande Union High School, Arizona
Alfonso, Dr. Robert--Associate Secretary for Supervision and Curriculum Development, National Education Association
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Dr. Virgil A. Clift
Professor of Education
Department of Secondary Education
School of Education
New York University

Dr. Clift has special competence in the fields of secondary education, comparative and international education, and education of the culturally deprived and minority groups. He received his Ph.D. from Ohio State University as a Teacher Education and Curriculum Major. Later he was selected by the International Exchange of Persons of the Department of State to lecture and do research on education in Pakistan. Following this, he served as the Educational Advisor to Libya. He held the position of Professor of Education and Head of the Department of Education first at the Agriculutral and Technical College of North Carolina, Greensboro, North Carolina, and then at Morgan State College, Baltimore, Maryland. Dr. Clift is currently Professor of Education in the School of Education, New York University. His publications include *Negro Education in America*, selected as one of the outstanding education books published in 1962, and now in second printing, as well as numerous articles in such publications as the *Journal of Negro Education*, *Journal of Educational Sociology*, *School and Society*, and *Educational Theory*.

Dr. Walter G. Daniel
Professor of Education
Bureau of Educational Research
Howard University

Dr. Daniel has special competence in curriculum revision and inter-cultural relations. He received his Ph.D. from Columbia University and was the recipient of a fellowship in Intergroup Education from the same university. Dr. Daniel has held the following academic and administrative posts: Professor of Psychology and Education, Maryland State Teachers College, Bowie; Director of the Division of Education and Psychology, Virginia Union University;

Specialist for Higher Education, Office of Education, US Department of Health, Education and Welfare. At Howard University, he was initially Assistant Professor of Education, later University Librarian and is currently Professor of Education. He is also at present Editor of the *Journal of Negro Education*. Dr. Daniel is the author of the chapter on "Juvenile Delinquency" in *Sociology of Crime*, published by the Philosophical Library, and of numerous articles in the *Journal of Negro Education*, the *Journal of Educational Sociology*, *School Life*, the *Library Journal*, and of book reviews in *College and Research Libraries*, the *United States Quarterly Book Review* and others.

Mr. G. James Gholson, Principal
Fairmont Heights High School
Prince George's County
Maryland

Mr. Gholson has special competence in curriculum revision and teaching materials. He received his B.S. from Hampton Institute, Hampton, Virginia, and then did graduate work at New York University School of Education, the George Peabody College, and the Teachers College of Columbia University. He has been a teacher and principal of schools in Virginia since 1962. Mr. Gholson is currently Principal of Fairmont Heights High School in Maryland, a position he has held since August 1950.

Dr. Richard Gibboney
Deputy Superintendent for Research Development
Pennsylvania Department of Public Instruction
Harrisburg, Pennsylvania

Dr. Gibboney has special competence in the fields of curriculum revision, teaching materials, and educational reporting. He received his Ed.D. in Curriculum and Humanities from the Graduate School of George Peabody College. He served for four years in the Department of Public Instruction as a curriculum specialist and Director of Curriculum Development. In 1962, he was appointed Deputy Superintendent for Research and Development. That year he also served as a consultant to Los Angeles County and other counties in Southern California on developing a school library program. From 1960-1963, Dr. Gibboney was a member of the Association of Supervision and Curriculum Development Commission (ASCD) on Secondary School Curriculum; he was elected to the Board of Directors in January 1964. He is currently a member of the Curriculum Development Committee of the Eastern Television Network, and lectures on Education at Lehigh University, Pennsylvania State University, Duquesne University, and the University of Virginia. He is the author of articles in such publications as Review of Educational Research and The Elementary School Journal, and of several monographs and pamphlets.

Dr. Albert Klevan
Institute for Child Study
University of Maryland
College Park, Maryland

Dr. Klevan has special competence in the field of social studies and curriculum evaluation. He received his Ph.D. from New York University in Evaluation of School Programs and Projects. He has been affiliated with the faculties of New York University, the State University of New York at New Paltz and Wayne State University. Dr. Klevan is currently at the Institute for Child Study at the University of Maryland.

Dr. David W. Martin
University of Southern California
Los Angeles, California

Dr. Martin has special competence in the field of community studies, with particular emphasis on inter-cultural, intergroup relations and problems of the adolescent. His experience includes the teaching of history, geography, civics, social problems, vocational counseling, and the teaching of English for the foreign-born. Dr. Martin received his Ph.D. from Ohio State University, majoring dually in sociology and education. He left public school teaching to become an instructor at Ohio State University, and while there became involved in a community-school research pioneer study exploring the relationship of a community and a school in the process of coping with neighborhood deterioration and a shifting of minority groups into the area. At the University of Southern California Dr. Martin has been involved in other community studies, particularly at the problem level. He has also directed an inter-cultural-intergroup relations workshop in the Los Angeles Mexican-American community. His current radio program, The Coming Years, concentrates on the problems of the adolescent. He has published a teacher's manual: Hands Around the World, along with other articles and book reviews.

Dr. Patricia Cayo Sexton
Associate Professor, Educational Sociology
New York University
New York, New York

Dr. Sexton has special competence in inter-cultural relations, testing, and reporting. Her present fields of interest are social class and minority group experiences in school and in society and their relation to mental health, school drop-out problems, delinquency, and unemployment. She received her Ph.D. from Wayne State University. For four years Dr. Sexton taught English and Social Studies at Junior and Senior High School levels in the Detroit school system. She was then an instructor in Sociology at Wayne State University. She has also been a radio commentator on issues relating to education, human behavior and topics of current interest. At present, she is Associate Professor of Educational Sociology at New York University and is also Director of Assessment of the All-Day Neighborhood School Program for Culturally Deprived Children (grant from the US Office of Education). Dr. Sexton is the author of Education and Income: Inequalities of Opportunity in the Public Schools, 1961, and Spanish Harlem: A Pocket of Poverty to be published this year, and of many articles on related topics.

Dr. Helen G. Trager
Special Consultant
Historical Evaluation and Research Organization
Washington, D. C.

Dr. Trager has special competence in the fields of child development and intercultural relations. She received her Ph.D. from New York University. She served as Director of Age-level Studies on the staff of the Bureau of Intercultural Education. In 1951, Dr. Trager served as an expert witness on "Effect of Segregation on the Personality of Children," Claredon County School Case, District Court of the United States, Charleston, South Carolina--one of the five cases which went to the Supreme Court prior to the 1954 Decision. Her experience has included serving as Educational Consultant to the Agency for International Development in Afghanistan. In addition to teaching at Vassar, Brooklyn, and Barnard, at the latter college Dr. Trager served as Director of the Teacher Education Program. She was also Associate Professor and Chairman of the Elementary Education Department, Graduate School of Education, Yeshiva University. From 1961-1963 Dr. Trager was Associate Director, University Division, Public Affairs, the Peace Corps, Washington, D. C. She is at present a

Special Consultant to the Historical Evaluation and Research Organization. Dr. Trager is co-author of They Learn What They Live: Prejudice in Young Children, and of numerous articles, chapters in year-books, monographs, and other publications such as the International Journal of Religious Education and the Journal of Psychology.

Dr. Percy V. Williams
Supervisor of Pupil Services
Maryland State Department of Education
Baltimore, Maryland

Dr. Williams has special competence in curriculum development and curriculum materials. He received his doctorate in Education from New York University. Dr. Williams has been a teacher at the Havre de Grace Elementary School and has taught history at the Havre de Grace High School. He was also Supervisor of Elementary Schools in Harford County, an instructor in summer school at Morgan State College, and Principal of Central Consolidated High School. In August 1962, Dr. Williams was appointed to his present position as Supervisor of Public Services, Maryland State Department of Education. He is also President of the Harford County Education Association, and a member of several Maryland State Teachers Association committees and the Maryland State Teachers Association Executive Board. Dr. Williams is the author of Our Dropouts--What Can Schools Do?

Dr. Richard Wisniewski
Assistant Professor, College of Education
Wayne State University
Detroit, Michigan

Dr. Wisniewski has special competence in the field of Educational Sociology, with particular emphasis on the sociology of urban education, education in depressed areas, the problems of the slow learner, and the general field of the Social Studies. His professional career has largely been devoted to the teaching of these subjects at elementary, high school and university levels. He received his Ed.D. at Wayne State University, 1963. An abstract of the dissertation, "Status of Theory in Education and Sociology: Implications for Educational Research," will be available shortly in Dissertation Abstracts.

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